

A green wavy line representing a hill spans the width of the slide. Five black silhouettes of people are positioned along the hill, appearing to walk upwards from left to right. The first silhouette is a small child, followed by two adults, and the last is a person in a graduation cap.

**Indiana  
Department of Education**

**Glenda Ritz, NBCT**

Indiana Superintendent of Public Instruction

# **Monitoring and Supporting Indiana's Focus and Priority Schools**

Turnaround Committee Report

Teresa Brown IDOE

A series of blue silhouettes of people in various poses (walking, sitting, standing) are arranged along a green, curved line that represents a hill, moving from left to right.

## Indiana Department of Education

**Glenda Ritz, NBCT**

Indiana Superintendent of Public Instruction

# Supporting our Focus and Priority Schools

**33 Schools** Year 2 **13 Schools** Year 3 **7 Schools** Year 4

- ✓ Student Achievement Plans
- ✓ Root Cause Analysis
- ✓ Writing SMART Goals
- ✓ Interventions Aligned to 8 Turnaround Principles
- ✓ Ongoing Support and Monitoring
  - One On-site Visit for Focus Schools
  - Two On-site Visits for Priority Schools
- ✓ Summative Evaluation

A green wavy line representing a hill runs across the top of the slide. Five blue silhouettes of people are shown walking up the hill from left to right. The first is a small child, followed by a person, then a person, then a person, and finally a person in a graduation cap and gown.

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Indiana Superintendent of Public Instruction

# Supporting our Focus and Priority Schools

- ❖ Regional Meetings to discuss ESEA Requirements in December 2013
- ❖ Ongoing Professional Development for Educators

**402** On-site monitoring visits to Priority Schools

**98** On-site monitoring visits to Focus Schools

**2,400** Priority School Classrooms Observed

**588** Focus School Classrooms Observed

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# **Theodore Roosevelt College & Career Academy Update August 2014**

By: Teresa Brown, IDOE

# Monitoring and Oversight Process:

- Site Visits: Coordinators and IDOE Staff
- Classroom Observations
- Monthly Reports
- Quarterly Progress Meetings and Reviewing the Data, Progress, and Next Steps with IDOE Staff
- Ongoing Communication with Title 1 and Outreach Offices



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# Attendance By Grade

Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Grade 7				98.7%	96.2%	92.9%	86.8%	85.31%
Grade 8				98.4%	97.1%	91.4%	81.7%	97.95%
Grade 9	94.5%	93.2%	98.2%	98.2%	94.4%	92.6%	75.0%	36.11%
Grade 10	92.4%	92.7%	94.2%	97.2%	93.6%	90.2%	70.1%	36.14%
Grade 11	92.5%	90.1%	93.0%	97.3%	92.4%	89.7%	71.9%	18.98%
Grade 12	91.7%	90.5%	90.9%	97.5%	93.1%	90.6%	70.2%	91.45%
Grade 12+/Adult					***	***		
All Grades	92.9%	91.8%	94.3%	97.9%	94.5%	91.2%	74.4%	64.49%



# Core Question # 1: Is the educational program a success?

**Goal 1** – 92% student attendance  
(78% 2012-13; 64.49 6/14)

**Goal 2** – 90% staff attendance  
(98% 2012-13; 93.8% 6/14)

**Goal 3** – Reduce office discipline referrals by 10%  
(17.5 daily incidents 5/13; 10.9 daily incidents 5/14)



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**Goal 4** – Reduce out of school suspension by 10%  
(**OSS incidents: 119 in 5/14**)

**Goal 5** – Reduce under credited students by 10%

**Currently:**

- 10th – 67%
- 11th – 52%
- 12th – 56%

**Goal 6** – Improve the graduation rate to 73%  
(**Currently 47% 2012 41.3% 2013**)

**Goal 7** – At least 65% of graduating students will enroll in vocational or 2/4 year college (**Currently 60%**)



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## Goal 8 – Increase by 5% students passing ISTEP

### 2012-13:

7<sup>th</sup> ELA: 28.6%; 7<sup>th</sup> Math: 19.7%

8<sup>th</sup> ELA: 29.6%; 8<sup>th</sup> Math: 23.6%

### 2013-14:

7<sup>th</sup> ELA: 36%; 7<sup>th</sup> Math: 18%

8<sup>th</sup> ELA: 37%; 8<sup>th</sup> Math: 22%

## Goal 9 – Increase % passing End of Course Assessments by 5%

**Currently:** (first time test-takers)

- **2013:** 13.5% Algebra 1 **2014:** 31.4% Algebra 1 (Gr. 9)

- **2013:** 23.8% English **2014:** 24% English (Gr. 10)

- **Goal 10** – Increase % passing Advanced Placement Exams

**Currently:**

- 0%



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# Core Question #2: Is your school providing appropriate conditions for success?

Indicator	April 30, 2014	May 31, 2014	June 30, 2014
<b>Student Enrollment</b> <b>618</b> <b>9/13/13</b>	<b>540</b> <b>-78</b>	<b>543</b> <b>-75</b>	<b>543</b> <b>-75</b>



# Core Question #2: Is your school providing appropriate conditions for success?

Indicator	April 30, 2014	May 31, 2014	June 30, 2014
<b>Student Attendance</b> <b>92% Goal</b>	<b>70%</b> <b>Withdrawals:</b> 9 students Transferred during the month <b>Enrolled:</b> 13 students enrolled this month <b>Dropouts:</b> 2 <b>Other</b> (explain): 56% mobility	<b>72.0%</b> <b>Withdrawals:</b> 6 students Transferred during the month <b>Enrolled:</b> 3 students enrolled during the month <b>Dropouts:</b> 0 <b>Other</b> (explain): 56% mobility	<b>64.49%</b> <b>Withdrawals:</b> 0 students Transferred during the month <b>Enrolled:</b> 0 students enrolled during the month <b>Dropouts:</b> 1 <b>Other</b> (explain): 56% mobility



# Core Question #2: Is your school providing appropriate conditions for success?

Indicator	April 30, 2014	May 31, 2014	June 30, 2014
<b>Student Suspensions</b>	<b>118</b> Drugs: 2 Attendance: 0	<b>119</b> Drugs: 0 Attendance: 0	<b>0</b> Drugs: 0 Attendance: 0
<b>Student Expulsions</b>	<b>0</b>	<b>0</b>	<b>0</b>



# Core Question #3: Is the organization effective and well run?

Indicator	April 30, 2014	May 31, 2014	June 30, 2014
Staff Attendance	98.5%	97.5%	93.8%
Staff Retention	New Hires: 0 Resignations: 0 Terminations: 2	New Hires: 0 Resignations: 0 Terminations: 0	New Hires: 0 Resignations: 0 Terminations: 23

- Professional Development **104 minutes weekly**
- Administrator Support of Instruction **63 informal observations**



# Core Question #4: Is the organization in sound fiscal health?

- Enrollment Variance **618** 9/13/13
- February Enrollment Variance **595** 2/14/14
- May Enrollment Count **550** (using for current payments)
- Decline of **68** from 9/13/13 x \$5,053.19
- Enrollment Decline Fiscal Impact **\$343,616.92**



# On-site Monitoring Observations

## Strengths:

- Safe and Orderly Environment
- Routines Clearly Established
- Positive Relationships Between Students and Staff
- Academic Culture Established
- Ongoing Professional Learning
- Principal as Instructional Leader
- Staff Attendance
- Reduction in Office Referrals
- Increase in ELA 7<sup>th</sup> and 8<sup>th</sup> Grade ISTEP scores

# On-site Monitoring Observations

## Areas Needing Developed:

- Level of Rigor of Instruction and Learning Activities
- Increase Opportunities for Critical Thinking and Application of Learning
- Expand Differentiated Learning Opportunities
- Continue to work on Active Engagement of Students
- Ensure Students Own Their Data
- Improve Student Achievement Results: ECAs, ISTEP, AP, Graduation Rate
- Reduce Under-Credited Students
- Improve OSS Rates
- Improve Student Attendance





# Next Steps for Theodore Roosevelt College and Career Academy

- Continue Ongoing Monitoring
- Continue Collaborative Progress Meetings
- Discussion with Roosevelt Regarding Student Attendance (High School) and Partnering with Gary PD; Offer DOE Resources; Project Rebuild
- 2014-15 Implement a new Research-Based Benchmark Assessment System (i-Ready) to assess student performance levels and provide staff with immediate information on skill mastery and next steps for instruction.



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# Glenwood Leadership Academy

## Update

# Glenwood Leadership Academy

## Enrollment By Grade

Grade	2009-10	2010-11	2011-12	2012-13	2013-14
Kindergarten		39	58	60	52
Grade 1		36	41	60	62
Grade 2		34	39	46	52
Grade 3		37	38	60	51
Grade 4		54	33	41	57
Grade 5		34	53	49	49
Grade 6	54	30	43	69	51
Grade 7	62	40	35	52	53
Grade 8	55	37	41	39	56
Total Enrollment	171	341	381	476	483



# Glenwood Leadership Academy

## Attendance By Grade

Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Kindergtn					97.5%	96.1%	97.0%
Grade 1					98.9%	96.5%	95.7%
Grade 2					99.0%	97.5%	96.7%
Grade 3					97.9%	97.6%	96.2%
Grade 4					99.1%	97.1%	98.2%
Grade 5					99.2%	97.2%	97.1%
Grade 6	96.0%	96.2%	96.4%	95.1%	98.3%	98.1%	98.4%
Grade 7	96.1%	96.2%	96.6%	95.8%	99.3%	98.2%	99.0%
Grade 8	96.0%	96.3%	95.8%	96.2%	98.7%	98.5%	98.5%
All Grades	96.0%	96.3%	96.3%	95.7%	98.7%	97.3%	97.3%



# Glenwood Leadership Academy

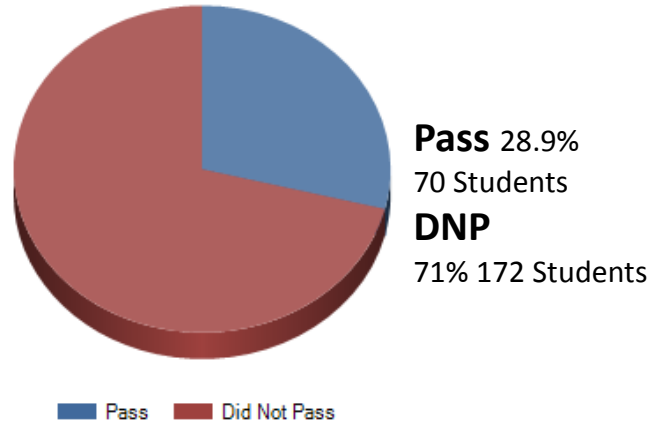
## Suspension Data

Table 3.9. Percent of K-8 students who are suspended from school one or more times annually  
(Out-of-School Suspensions)

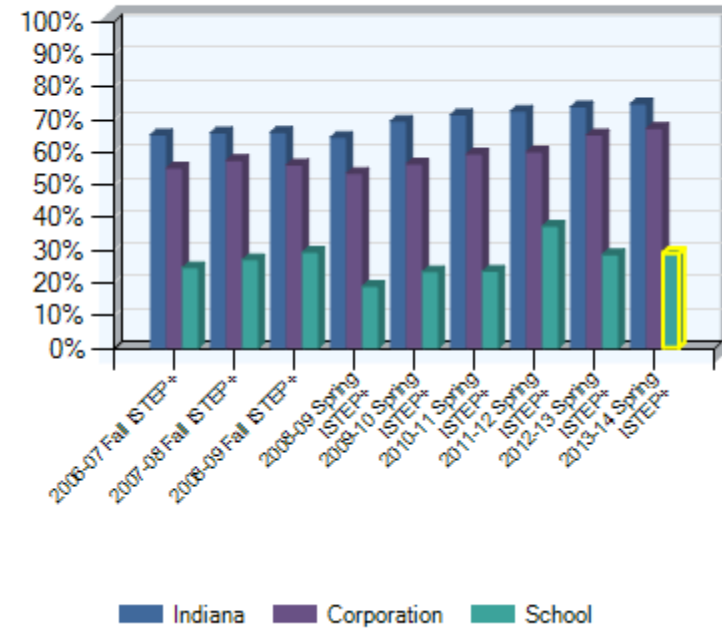
Glenwood Leadership Academy								
Grade	2011 (Baseline)		2012		2013		2014 *(52% Staff Turnover Rate)	
	N	Suspended 1 or more times	N	Suspended 1 or more times	N	Suspended 1 or more times	N	Suspended 1 or more times
K	59	14(23.7%)	72	8 (11.1%)	79	7 (8.9%)	62	3(4.8%)
1	50	7(14.0%)	68	19 (27.9%)	82	7 (8.5%)	75	7 (9.3%)
2	47	14(29.8%)	60	21 (35.0%)	71	11 (15.5%)	66	8 (12.1%)
3	50	21(42.0%)	65	24 (36.9%)	82	15 (18.3%)	66	26 (39.4%)
4	69	24(34.8%)	56	23 (41.1%)	55	9 (16.4%)	66	13 (19.7%)
5	45	14(31.1%)	69	31 (44.9%)	58	17 (29.3%)	60	19 (31.7%)
6	46	19(41.3%)	59	19 (32.2%)	93	20 (21.5%)	60	28 (46.7%)
7	55	24(43.6%)	51	17 (33.3%)	70	17 (24.3%)	67	16 (23.9%)
8	53	24(45.3%)	58	24 (41.4%)	58	14 (24.1%)	68	20 (29.4%)
Total	474	161 (34.0%)	558	186 (33.3%)	648	117 (18.1%)	590	140 (23.7%)

# Glenwood Leadership Academy

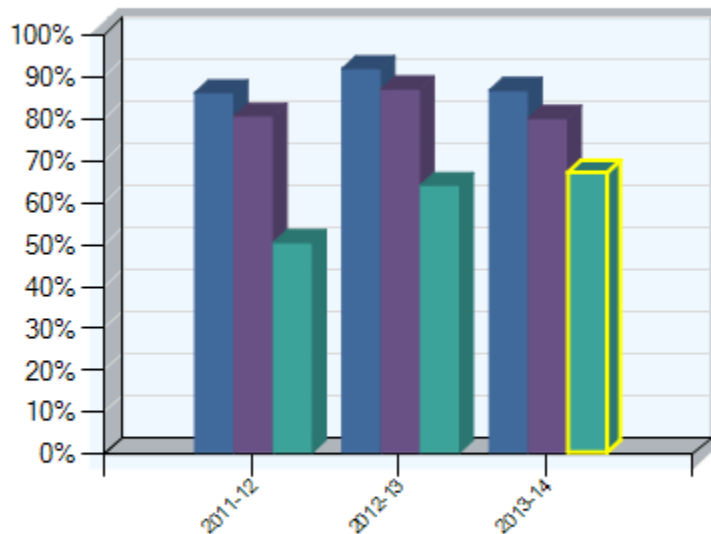
ISTEP+ 2013-14



ISTEP+ Percent Passing Trend



IREAD-3 Percent Passing Trend



IREAD Pass Rates

**2012**  
50.0%

**2013**  
63.6%

**2014**  
66.7%



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# Glenwood English/Language Arts

## 2009-2014 % PASS RATES

School	2014 Spring	2013 Spring	2012 Spring	2011 Spring	2010 Spring	2009 Spring
3rd	54.3	55	50	48.5		
4th	47.7	42	52.9	48.9		
5th	40.5	29	54.8	39.3		
6th	44.4	25	37.8	17.2	34	39.3
7th	41.2	27	33.3	42.4	31.5	33.9
8th	37.5	39	37.5	25.8	28.9	36.4



# Glenwood Math

## 2009-2014 ISTEP % PASS RATES

School	2014 Spring	2013 Spring	2012 Spring	2011 Spring	2010 Spring	2009 Spring
3rd	34.8	43	57.5	39.4		
4th	24.4	47	52.8	21.3		
5th	69.0	54	48.8	42.9		
6th	55.3	30	42.1	30	35.4	29.5
7th	33.3	21	36.7	36.4	29.1	26.8
8th	22.5	39	40	22.6	32.6	24.6



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# Strengths for Glenwood

Strong leadership

Effective use of time

Response to Intervention, Tier 2 and 3 Intervention



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# Areas Needing Developed for Glenwood

- \*Student are not able to articulate learning objectives
- \*Teachers use a limited number of instructional and response strategies
- \*Need to check for understanding throughout instruction
- \*Student engagement
- \*Align instruction with higher levels of rigor
- \*Staff Retention...Extremely young staff



# Questions?



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